**Lesson Plan**

**Learning Target:**

**Unit:**

**SHARE THE LEARNING TARGET**

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| Unit big idea (tied to CCSSM): | |
| CCSSM practice(s) targeted in this lesson: | |
| Learning target: | Success criteria: |
| Plan to **share** learning target and success criteria: | Plan to **revisit** learning target and success criteria: |
| How does this learning target help build the unit big idea?  How will students connect the learning target to the unit big idea? | |
| What are common student misconceptions or areas of confusion about this learning target? | |

**DRAW OUT INITIAL IDEAS ABOUT LEARNING TARGET:**

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| Activity to draw out initial ideas about learning target: |

**ENGAGE WITH CONCEPT TO GENERATE EVIDENCE RELATED TO THE LEARNING TARGET:**

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| Mathematical task:  Plan to **launch** mathematical task: |

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| Student Discussion Plan   * Ideal group size: * Format, protocol or structure to use: * Discussion prompts: |

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|  | Type of evidence and evidence collection method. | What will it look and sound like if students are on track to meet this success criteria? |
| For Success Criteria 1: |  |  |
| For Success Criteria 2: |  |  |
| For Success Criteria 3: |  |  |

**ENGAGE WITH FEEDBACK AND REFLECT**

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| Plan for students to make sense of feedback, reflect on their learning, and plan for next steps. |

**Formative Assessment Implementation Recommendations**

***Bringing Math Students into the Formative Assessment Equation***

* Be kind to yourself; don’t try to do everything all at once.
* There is benefit in collaboration! Seek support for this work
* Use a self-reflection tool to check in on your progress, set new goals, and adjust your path.
* Keep building your knowledge of how students learn and make sense of mathematics, particularly around their conceptual understanding of mathematics and the nature of persistent student difficulties and misconceptions.
* Using formative assessment takes practice! Use it frequently, so that it becomes habitual.
* Include planning for formative assessment as part of your regular lesson planning.
* If some particular aspect of formative assessment is presenting an obstacle, turn your attention to a different one. Sometimes focusing on a different aspect can help untangle difficulties with another.

**Supporting Aspects of Formative Assessment**

**Learning Progression Recommendations**

* Be strategic about whether you create a learning progression or use an existing one.
* Create a unit progression to help define the portion of the learning progression you’ll address in a unit of study and to clarify the important mathematics concepts that will be emphasized in your unit.
* Use a unit progression to support your writing of your learning targets.
* When deciding on appropriate responsive actions, consider the learning progression (or at least consider information about how the relevant concepts build) to help you determine the nature of any gaps in students’ understanding.

**Classroom Environment**

* Be explicit about what it means to share your thinking and about why it’s important.
* Set a clear expectation that everyone needs to participate and contribute, and provide a variety of opportunities for students to contribute.
* Inquire about your students’ thinking both when they’re correct as well as when they’re incorrect.
* Be explicit about the purpose of collaborating.
* Strive to keep the intellectual work in the hands of your students.
* Arrange your classroom to allow students easy access to resources, including learning materials, evidence-gathering materials, self-assessment materials, and their peers.